**5440-66 School Psychologist (Revised 8/14/2015)**

*The holder is authorized to provide school psychological services grades PK-12.*

A Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont.  NCSP status does not supersede the requirement to have a passing score on the PRAXIS Core exam. The following delineates the knowledge, skills and services available from school psychologists:

1. **Practices That Permeate All Aspects of Service Delivery**
	1. **Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

* 1. **Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

1. **Direct and Indirect Services for Children, Families, and Schools**
	1. **Student-Level Services**
		1. **Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

* + 1. **Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social– emotional functioning and mental health.

* 1. **Systems-Level Services**
		1. **School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

* + 1. **Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

* + 1. **Family–School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

1. **Foundations of School Psychological Service Delivery**
	1. **Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

* 1. **Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

* 1. **Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Additional Requirements:**

A Specialist-level degree with a minimum of 60 graduate semester hours or a Doctoral degree from a National Association of School Psychologists (NASP) approved program or its equivalent.

**OR**

A Doctoral degree in School Psychology or Clinical Psychology in an American Psychological Association (APA) accredited program or its equivalent.

**AND**

Individuals will have completed an internship or equivalent field-based supervised with at least 1,200 clock hours, 600 of which must be in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience;

**AND**

Passing Score on the School Psychologist PRAXIS II Test.  (PRAXIS tests are revised regularly; please refer to the Vermont Agency of Education website for updated testing information.)  **Note: passage of the PRAXIS II examination is not required if the applicant has a NASP or APA accredited doctoral degree in school psychology.  A passing score on the PRAXIS Core is still required.**

**This endorsement reflects the 10 Domains of Practice of the National Association of School Psychologists (NASP), 2010.**

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